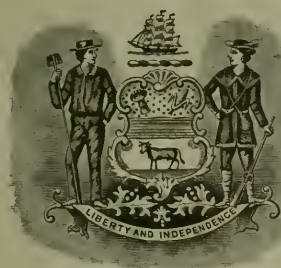


PARENT-TEACHER HAND BOOK



STATE OF DELAWARE

CONTAINING HINTS CONCERNING ACTIVITIES, TOPICS,
PROGRAMS, REPORTS OF MEETINGS AND SUGGESTIONS
OF RESOURCES WHENCE HELP MAY BE SECURED BY WORK-
ING ASSOCIATIONS.

Prepared by
CHARLES A. WAGNER, Ph. D.
Commissioner of Education
SEPTEMBER 1915

TO THE TEACHER—This Hand Book is supplied
you for USE only. Leave it at school for your suc-
cessor or for your own use next year.

A HAND BOOK

For Teachers, Officers and Members of Parent-Teacher Associations, offering suggestions that are intended to be helpful and formative. Gathered from experience and from many sources.

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SEPTEMBER, 1915

Delivered by Charles A. Wagner

Copies may be secured upon request

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P R E F A C E .

Because, as the result of a single year's effort, more than 125 Parent-Teacher Associations were organized in this State last year, need has been created for a pamphlet such as this. The existence of so many Associations, and the organization of still many more, renders imperatively necessary a compilation of suggestions and proposals that shall show these zealous friends what such Associations may do to engage their energies, arouse their hopes and occupy their time, thus fully justifying the formation and the continuance of the Associations. The freest and widest counsel attainable has been sought and consulted. **Co-operation between home and school** is here laid as the bed-rock. Thence we hope to raise the superstructure of a mutually understood, mutually esteemed and generously supported school system, whose most valuable outgo shall be "a responsible and participating personality," for each child that is so fortunate as to be educated here.

Grateful acknowledgement is hereby made for the unfailing kindness of numerous friends in permitting use of material. It has been used believing that the generosity which prompted their first use of it must be heartily in accord with a yet wider and larger benefit that it may here bestow.

THE AUTHOR.

INTRODUCTION.

(From A. E. Winship's "Journal of Education," May 6, 1915,
by Permission.)

School Patrons' Associations, by whatever name designated, have greater possibilities of good and evil than any other phase of near-school activities. One superintendent praises them highly; another says he would as soon have his Satanic majesty let loose in his community, and these men are equally good personally, professionally and civically, and they are both describing actual conditions.

Theoretically there is nothing more needed, nothing more desirable, than an organization of patrons for the benefit of the schools.

To be valuable they should be entirely cosmopolitan. All classes of patrons should belong, and all classes should attend, and there should be no more meetings than a large number will attend. There should be no meetings held without members of the school board, the superintendent or representative of his office, the principal, and all teachers in attendance.

Such an organization must be wholly and always constructive, never critical or destructive. There should be no criticism of parents or the public on one side, or of the Board of Education, superintendent or teachers on the other.

It is no place for politics of any kind. Persons extra prominent in politics or in any campaign that tends to disrupt the public should not be prominent in a Parent-Teachers' organization.

These conditions should be written into the constitution of every such association. We have known a Parent-Teachers' Association to be organized for pure deviltry, with a purpose to have very few members, to enable some one with a grievance to use it as a cloak for nefarious activity.

On the other hand, the very large majority of the associations as I know them are an intense power for good. They strengthen the hands of the best members of the Board of Education; they lead in every good movement for the schools; they make for the improvement of all material conditions; they are boosters for the schools; they are a comfort and joy to every one in authority educationally, and they place every home behind every phase of school life. It is nothing against the principle that some people misuse the opportunity. That is true even in religious organizations.

I. QUESTIONS ASKED AND ANSWERED.

1. Why have Parent-Teacher Associations?

Answer: Many reasons can be given. Space permits the statement of only a few:

1. To put somewhere responsibility to plan and to initiate school betterment from year to year, so that not only business and occupation shall feel the effect of positive effort to improve, but that the school also shall secure its share in bettered conditions. School improvement is not the chief nor the sole duty of teacher nor of the School Commissioner. It should be the chief concern of the parents whose children are now in school. **This is that set of children's only chance at an education.**

2. To inform the home of the aims, purposes, methods, plans and devices of the school, so that there may be intelligent, sympathetic, prompt and open endorsement and co-operation between home and school.

3. To serve as a community centre for the direction of some Community Business, such as entertainments, recreation, celebration of special days, conducting extension or continuation schools and courses.

4. To combine and correlate school and community improvement so that they shall seem a single, indivisible endeavor.

2. What is a Parent-Teacher Organization?

Answer: Under the leadership of the teacher, principal or superintendent of the school, call a public meeting, invite all parents, neighbors and citizens to attend, and then form an association called the Parent-Teacher Association. After organization, entirely simple but important work is found for the Association to get done, all of it promoting school betterment.

3. Is it worth while to conduct a small Association, that is, one with few members?

Answer: Indeed it is. A large Association has more workers, can go into more lines of activity, perhaps achieve

more. A small Association has large possibilities. An Association of three members has done better work in some cases than Associations of fifty members. Given enthusiasm, the will to do backed by the feeling of need and the desire or lust to serve, and any Association can render praiseworthy help to the school. Undertakings must be proportioned to capabilities, and there will be no chance of failure or disappointment. A small Association must not undertake what a large one might undertake. The chief activity of the small Association is to arouse the neighborhood and to get more members. The teacher with a few really devoted parents has an encouraging start, and will surely get something done, even if it be so simple an improvement as to get a latch or a knob on the school door instead of a hasp fastened by means of a stick.

4. Where should such Associations be formed?

Answer: In every town or village, one Association should be formed for the entire school system.

Also in each school in the rural districts.

These local Associations should become members of the State Association, and also of the National Parent-Teacher Association, a branch of the National Congress of Mothers. For information about the National Association write to Mrs. Mary L. Marshall, Milford, Del., State President of the Parent-Teacher Association of the National Congress of Mothers.

5. What is the definite duty of a Parent-Teacher Association?

Answer: It is the crucible in which ideas and opinions for school betterment are melted and fused. Definite responsibility to make suggestions and to find ways and means are thus fixed. "What is everybody's business is nobody's business" will then not be true of the school as it is now.

2. Interest, friendship, pride in participation in school betterment must be spread over the entire community by the Association just as other infections are spread.

3. Besides interest and effort for local school betterment, the Association also arouses interest and awakens endeavor for school betterment for county and state, for the larger world of which we are a part.

4. To bring to the front the problems of civic better-

ment, betterment of lives and living, passing by local, racial, family, church, political differences and prejudices. The total energy of an entire community, can thus be combined for a **constructive** program.

5. When such opinion and sentiment for betterment have been formed, the Association will become an effective means for its expression and enactment into law, if needed. With these Associations in existence it should be possible, during the next legislature, to have the opinion of the folks "at home" very precisely known by the legislators. If the "home folks" have said they want it, the legislature will grant what is wanted.

6. Is this a duty or an opportunity of the Parent-Teacher Association?

Answer: It is a duty. If it made no difference whether the chance were used or unused, it would be an opportunity. The use or the non-use of the chance, makes a great difference **in the school**. If parents want the best school and community for themselves and their children to live in, then they must form such an organization to take up and to look after the activities, duties, and responsibilities that lie between home and school. Home and school each has its function; the territory between must be looked after by joint action and responsibility, by intelligent, sympathetic co-operation. A line fence is cleared of noxious weeds by the action of both parties.

7. How does such an Association accomplish its ends?

Answer: It makes the school house and school plant the center of community activities, day, night, Saturday, Sunday, or other time if needed. Summer as well as winter.

2. Through the school, instruction is secured and supplied not only to the children of school age, but to youth, adult, farmer or mechanic, as need may exist or arise.

3. Recreation, amusement, improvement can be supplied through the school just as can continuation or extension instruction.

8. Is there any explanation for the occurrence of this movement at this time?

Answer: Certainly. First: A democracy is a success

when the citizens are self governing, hence our efforts are to develop that trait of character. Self-government as a quality of character results in looking out only for self, in neglecting the opportunities that exist for co-operation or joint effort. Self-centered and self-reliant individualism is produced by democracy.

Second, improvement, whether of business, school or community, requires initiative, the spirit to try the new way, the new plan. In business the owner starts new ideas; in politics, the leader of the party resorts to new methods. Now in school, it has taken us a long while to find that the main responsibility to start new things, to initiate betterment, is a joint function of home and school, since they were originally one institution. If either home or school could separate its work for the child from the other, no such joint responsibility need be imposed. Each would perform its own task. The child is not like raw material from the mine, sent to the mill to be fashioned and never brought back; his continual passing between home and school to be educated calls for a single purpose in a joint process. To devise and supply this single aim, giving it continuity, evenness, balance, sanity, is the work of the Parent-Teacher Association which occupies this middle ground between home and school.

Third, Democracy has as yet failed to evolve the right plan to develop leaders. Leaders of political parties are the only exception. This lack of leadership in community organization can be supplied by these Associations.

Fourth. Such meetings of all the folk of the community are a very real revival of the old Anglo-Saxon **mote** or **moot** meeting to hear and discuss proposals and undertakings for the general good. That the application is to such specific purposes as school and community welfare through the school in no way deprives the meeting of this fundamental character. Rather it sanctions and confirms its rightness and propriety as to purpose and procedure, and reminds us where the "leadership" whose lack is so much bewailed by publicists must be sought. Representative government has for a time failed because the steps preceding the choice of representatives has been neglected and undeveloped and unadjusted to the new form of a growing democracy.

9. Does every community contain resources to sustain an Association?

Answer: The undeveloped capabilities of most rural

communities could manage and direct most successful Associations. Speaking talent, writing talent, reciting talent, musical ability of all kinds, all are going to waste. The Association should use every person's capabilities for the good of the community. The pastor, the physician, the business man, the banker, the veterinarian, the state or county official, the farmer, the mechanic, the county farm agent, the mayor of the town, all these and many others can be gotten to help not only with the programs but with the work and with the enterprises of the Association.

II. STEPS IN THE FORMATION OF AN ASSOCIATION.

1. First Meeting: Use the children and a neighbor or two to provide a few simple exercises to entertain and instruct an audience, or arrange a general visiting day on some date, when everybody is to visit the school to see actual class work done.

2. Let the teacher see all the parents of the community personally if possible, telling them about the meeting or visiting day, and asking them to attend.

3. Have the children write invitations to be present to their own parents.

4. Citizens and taxpayers not represented in the school by children may be invited by the children from homes where there are several children from one home.

5. After the program and exercises by the children, the teacher, or some one for the teacher, should explain the purposes of the meeting, and this should be followed by an explanation of the work and activities of an Association.

6. By arrangement with persons who are friendly, questions should be asked and answered, and a discussion brought on.

7. The teacher or County Superintendent should then effect a temporary organization by electing a president and secretary temporarily.

8. Before adjournment, the president should be authorized to appoint a committee on Constitution and By-Laws to report at the next meeting.

9. Fix the time for the next meeting, and name persons to see that a program is arranged for the next meeting.

10. Register the names of persons present who will join in the Association's work.

11. Second Meeting: Following the program prepared for the evening, read and adopt the Constitution and By-Laws; discuss and adopt them. Provide a speaker to deliver an address on some line of endeavor that might be interesting to your community, after electing the officers authorized under the Constitution.

III. ORGANIZATION DESIRABLE; WHY?

1. It is the only way to get business done definitely and with despatch.

2. Serving in the offices is a valuable education for the officials.

3. Officers suggested: President, Vice-President, Secretary, Treasurer; there should be committees as follows: Ways and Means, Executive, Membership, Hospitality, and special committees for special occasions. A Publicity Committee, to get reports of the meetings, addresses, papers and reports into the newspapers, is a valuable addition to the other means of spreading the ideas which the Association desires to spread through the community.

IV. A SUGGESTED CONSTITUTION.

(Keep the organization as simple as possible.)

ARTICLE I—Name.

This organization shall be known as the (Parent-Teacher Association) or (Home and School League) of the.....
.....public school.

ARTICLE II—Purpose.

The purpose of this Association (or League) shall be to study the welfare of the child in home, school and community; to create a better understanding between parents and teachers,

and to secure co-operation between parents and teachers in all endeavors and efforts for the betterment of school, home and community.

ARTICLE III—Membership.

Any person interested in the purpose for which this organization is formed, participating in its activities by work, by attendance, contributions or otherwise, may be a member of this Association

ARTICLE IV—Officers.

The officers of this organization shall be President, Vice-President, Secretary and Treasurer, to be elected annually at the meeting in the month of.....

ARTICLE V—Meetings.

The regular meetings of this organization shall be held on the..... afternoon (or evening) of each month. Special meetings shall be called by.....

Note—An alternation of afternoon and evening meetings has been found very desirable. Fathers then have no excuse for not attending and joining the Association.

ARTICLE VI—Amendments.

This Constitution may be amended at any annual meeting, or by unanimous consent at any regular meeting when previous notice has been given at a regular meeting that such change is to be proposed and acted upon.

V. BY-LAWS.

In the By-Laws provide for these matters: Dues, duties of officers, ways of paying bills, auditing of accounts, an order of business, and the adoption of some standard Rules of Order to govern business procedure.

VI. A SUGGESTED ORDER OF BUSINESS.

1. Program of interesting or entertaining features, to

occupy from twenty-five to forty-five minutes.

2. Transaction of necessary routine business, if any. This should usually be only reports of committees and consideration and action on the reports.

3. Address or Addresses of the Day, followed by discussion and questions from members.

4. Music: Vocal and instrumental, interspersed through the exercises.

5. Proposal of new ideas, plans, suggestions, improvements by the members, and reference of these to the proper committees.

6. These exercises provide a fine opportunity for the discovery and development of "talent" of all kinds, much of which passes through the world undiscovered and unappreciated. This talent needs to be found and brought out, so as to minister to the community and time its measure of joy and satisfaction. The Association may well foster the spirit of a National Movement for the Conservation of Talent. Our rural sections have a great wealth of such ability.

Note—This general order has been found to attract and to hold interest and attention. It permits the withdrawal of the pupils when or where this is desirable without disturbing the exercises. Do not let the order become fixed and invariable; study variety of kind, quantity and order.

VII. SCOPE OF ACTIVITIES OF DELAWARE ASSOCIATIONS.

1. Make the work real. Parent-Teacher Organizations should be formed only for real work. Unless the Association lays out work and devises ways to get that work done, the question will soon arise, what are we meeting for? Reason and justification for the existence of the Association must be shown in the plans and projects for betterment, and in the rate of progress toward achievement and realization of these plans and projects.

2. Marks of a live Association. The quality and degree of life and activity of an Association depends upon and is

measured by the quality of the **leadership** of the Association. Therefore put **leaders** into control and give them authority and wide discretion proportioned to responsibility.

3. Leadership.

1. The leader must be able to see—

- (a) What needs to be done locally, (for the community) and generally, (for the State);
- (b) To make a correct estimate of the means at hand and available for the accomplishment of what needs to be done.

2. The leader must be able to choose from among the things that need to be done those,

- (a) That are possible of immediate accomplishment;
- (b) Those that will become easier of accomplishment after the Association has some achievements to its credit.

3. The leader must be able to choose workers and to enlist them in the work of the Association.

- (a) Practically every member in some way, whether on a regular or a special committee, or in some office; give everybody something to do that appeals as worth doing to the doer;
- (b) Gradually to assign the working members to those duties which they like best and perform most happily and most satisfactorily.

4. Two Classes of Activities Distinguished. Largeness of view, breadth of participation, re-enforcement of purpose, strengthening of hope, confidence of success, these and other helps to success come from entering into the county-wide and state-wide plans and projects that open and become possible to a state-wide co-operative group of Associations. Hence it is wise to recognize that each Association must be active in two fields or lines, namely, the local field and the general state-wide or nation-wide field.

1. The Local Field. Needs, desires, possibilities are unlike in different communities. To discover what these are for each community is the first step. It need not be called by the presumptuous name 'A Community Survey.' A list of possible local needs is enumerated and briefly

commented upon in its proper place. For manifest reasons the determination of these local needs should engage attention first.

2. The General Field. Usually the seemingly local needs are closely wrapped-up and related to some of the larger or state-wide needs. State-wide Health Inspection of school children is about as easy to get as purely local inspection, but estimate how much greater is the benefit if the larger application is secured. Each Association should therefore be busy with topics or plans from each list as submitted below, so that the maximum good may flow from the minimum effort. The list of topics is not proffered as final, exhaustive or complete, but merely as hints. Additional varieties of topics will readily suggest themselves.

VIII. ACTIVITIES IN THE LOCAL FIELD.

1. School Attendance.

Any rural school whose attendance is below 85% or any town school whose attendance is below 90% has a live problem for its Association. Whose children are not attending school? Why are these children absent? What might be done to get them to school? Can the community be led to see, believe and act the belief that robbing children of their chance to get an education is exactly on a par with robbing a neighbor's hen-roost? For the children the result is much worse.

(The Commissioner's Study of Attendance of Delaware School Children will help in the discussion of this topic.)

2. Health Inspection of School Children.

During 1915-1916 an inspection of the children's health conditions will probably be made by the teachers. This is intended to open the way for a movement to get legislation for State-wide Health Inspection by trained Inspectors. Helping to create sentiment favorable to the local inspection will pave the way for the larger movement. No one seriously questions the need or the benefit of such inspection. That sure sign of a spirit living in the past, the cry, "They didn't do that when we were children," is the only opposition offered; 20% of children suffering from eye trouble and 16% from ear trouble is an irrefutable answer to the plaint.

3... Standardized Schools.

Standard quantities and conditions of light, heat, ventilation, water supply, play-grounds, reference libraries, and so on. An entire pamphlet on what constitutes such a standard has been in preparation for some time. This will be completed and distributed. After the Associations begin to better local conditions by meeting the requirements, schools should be designated as Standard, given a large plate bearing the word Standard to place over the front door, and the schools which fail or refuse to make the effort to standardize should lose part of its standard dividend as a penalty.

4. Community Centre.

In and around the school may be centered many forms of Community activity. Debating Clubs, Singing School, Spelling School, Declamation Contests, Athletic Contests, Chautauqua Courses, Extension Courses, Continuation Classes, Vacation Schools, Corn or Garden Shows, and other like meetings for instruction, recreation, entertainment, co-operative endeavor. Evening Classes in Farm Accounting, Moonlight Illiteracy Schools, are examples of such work done in other states. The Association can encourage and promote such activity until the work has demonstrated its worth and desirability, when sentiment will support the School Board in making it an integral part of the work of the school, to be supported as other school activities are supported. Thus to create sentiment favoring the extension of community support and activity is most fully to realize the 'local' purpose of forming the Association.

5. School Equipment.

No school should be without any of these items: a clock, (figures visible over entire room), late wall maps, U. S. flag and equipment for flying outside, thermometer, play-ground equipment, suitable reading and reference books for each grade, a card record of each child's work and attendance, an unabridged dictionary, a desk dictionary for each child above Grade V, individual or paper drinking cups, charts of native trees, plants, and wild life, a current newspaper or magazine, the local paper; an organ or piano are very useful and desirable if they can be used.

6. School Embellishment.

Some effort to beautify school and grounds should be made everywhere. Trees, shrubs, and flowering plants as beds or borders for the ground; pictures, busts, models, etc., for the inside. An occasional "loan" of such objects from the homes

for meetings of the Association will convince the indifferent or unconcerned of the value of beauty in molding taste, shaping character, and helping respect for orderliness and law in the community.

7. School Lunches.

In every school that has children who carry school lunches this problem should be studied, so that the right edibles are included for health and for work. One rural teacher solved the lunch problem with an oil stove and lessons in Domestic Science, with the noon hour as the laboratory period. Such a solution is possible wherever the teacher has the required "spirit." Pamphlets on the subject are numerous. The National Congress of Mothers has a List of Loan Papers that cover this and practically all other of the topics suggested by this one of Hygiene. Each Association should have and should make use of this Loan List.

8. Destitution.

Each Association should have a Committee to look after any cases that are found. The County Overseers of the Poor will help. Usually some Church Association can be interested, and if not the Association itself may organize a department for this activity.

9. Home Gardening.

The Association may very profitably foster this form of activity, raising money to pay the vacation teacher of Home Gardening the first year or until sentiment is ready to support the School Commissioners in paying such salary. The money earned by the children the first summer usually convinces the most skeptical that the project is thoroughly good; the inculcation of industry, thrift and sense of responsibility through the gardening justify the outlay.

10. Club Work.

Promotion of Corn, Canning, Potato, Poultry, Blight Fighting, Insect Destruction, and other clubs, is a valuable form of local endeavor. This enlists children and adults, in a genuine civic welfare endeavor. It arouses community spirit and pride, impresses importance of co-operative effort, helps to make money and spreads the consciousness of power resulting from united effort.

11. School Meets.

Interschool and Intercounty contests and meets are the best and quickest means for developing a state-wide conscious-

ness of real identity of interest, identity of aim, and oneness of aspiration; such local meets should be followed by county and state meets in all kinds of competitive contests. The State College at Newark has already held two such contests. There should be elimination contests in each county to pick the representative to go to Newark. Such contests will break up entirely the feeling now more or less common in each county that it alone possesses high qualities and excellences. Each county has merits and excellences which the others should learn to recognize, to prize, and to include in its state pride.

12. School Savings Banks.

The saving habit is as fairly and as properly a subject of instruction and training for children as are other desirable traits of character. School and Home accomplish most when each helps the other. Poultry Clubs, Canning Clubs, etc., will provide the money to save, or perhaps allowances of nominal wages for work done at home. To save a part of what is earned, as Franklin teaches, is a necessary life lesson. The School Savings Bank furnishes the means, and what is more important, furnishes the sentiment, the 'public opinion' or the atmosphere that encourages saving.

13. Minimum Attendance.

Is the Compulsory Attendance term as now fixed at the right time of year? Should it be earlier or later? Should it be longer or shorter? Is it obeyed by the citizens? Enforced by the Commissioners and County Superintendent? Any law disobeyed is breeding contempt for law, thus sowing the seed for crime and criminals; should a community permit the continuance of disregard and disobedience to law?

14. Consolidation.

Some schools are so small they should be consolidated with a nearby school. No school of less than twelve pupils should be allowed to continue. Some schools are too large for one teacher and yet rather small for two teachers. It is certain that no additional room will be built. In either case, consolidation with nearby schools is the proper remedy. Rather than build new houses or than make expensive repairs, schools should be consolidated. Are conditions ripe at your school to plan for consolidation now or soon? The advantages of consolidation should be made very plain to parents, and the objections fairly considered and answered. A special pamphlet on this subject is in process of preparation now.

15. Neighborhood Resources.

In every neighborhood vast quantities of newspapers, magazines, reference books, objects of interest, and so on may be borrowed from homes. Schools often have nothing of the kind, and the homes hardly know how to get rid of it. The Association can secure a complete list of such resources from the homes of the neighborhood and make them available to the school if it is made clear that the school (1) wants such resources available, (2) will make good use of them, and (3) will return them in good condition after use.

16. School Library.

Have some meeting for the donation of "The Price of a Book," for library, reference or other material. Subscription to magazines may also be included. Every school should have something like "Current Events," to connect the events of the day with the History and Geography of the class lessons.

17. Holiday Celebrations.

Such celebrations should be for the entire community, and not only for the school. Closing the school term with a school picnic is the right spirit, but such an occasion early in the school term will make teacher and parents acquainted at the right end rather than at the wrong end of the term. Arbor Day, Farm-life Day, Good Roads Day, are suggestions for rural schools; Clean-Up Day, Arbor Day, Flowering Shrub Day, are examples for town schools.

18. School Sanitation.

Health, cleanliness and decency in water-supply, latrines, out-houses, why necessary? how secured? how maintained? How rural school may have conveniences, comforts, and sanitation equal to the town school?

19. Other topics as may be suggested, or as may grow out of the meetings.

IX. ACTIVITIES IN THE GENERAL FIELD.

Added to the local community problems are those problems of general and state-wide interest, that concern each organization in the state. Local activity alone will promote local interests, but for the most rapid and most substantial

growth and spread of sentiment, each Association must also be interested and active in forming opinion on the general problems. Hence a few of these are here enumerated and commented upon.

1. School Tax Problem.

This is a most troublesome problem. The system as it stands and has stood since 1829 is not democratic in principle, is not equitable and is not satisfactory. A state-wide study and discussion of the problem should be undertaken, and a clear understanding of just how it works disseminated throughout the state. Democracy rests on the belief that wrong must be cured by spreading knowledge about it. A special bulletin, showing some of the inequity of the system, might lead to a sentiment favorable to something better.

2. Feeble Minded.

The presence of a feeble-minded child in the school is damaging to the feeble-minded child and to all the rest of the children. Few schools are without cases of more or less seriousness. A re-adjusted tax system might yield the necessary funds to care for the feeble-minded children. Certainly due regard to the claims of the feeble-minded and of the rights of the normal children, force us to study this problem.

3. Consolidation.

By the advice of the County Superintendents the proper and advantageous centres of consolidation in each county are being mapped out. About these centres the question should be carefully considered in each of the districts recommended to be included in any project. Detailed plans of cost, advantages, objections will be furnished upon application, so the discussion may be intelligent and practically useful. The County Superintendents will attend meetings for this purpose if requested to do so.

4. Standardization.

Schools so situated that they cannot become part of a Consolidation project should at once be started toward Standardization. Standard conditions should be carefully stated and explained so that sentiment for a law upon Standardization may be created. A special dividend to schools made standard, or the loss of a part of the dividend by schools that do not standardize, would help to bring such conditions. Sentiment for the law the Associations can and should create.

5. State Health Inspection.

Other states find this valuable from the moral and economic point of view. If worth while, then the search for funds to establish it as a state function must start. The Associations should show in each community what benefits accrue to home and school where children's health is carefully watched through the school.

6. Teacher's Pensions.

Next to attendance by the children, the greatest need of our schools is more money for teachers, part of it as salaries and another part of it as pensions. Better salaries and pensions mean teachers with better preparation, with larger personalities, with higher hopes and aspirations, hence with more uplifting influence in the community. This too is a phase of the tax problem.

7. Special Instruction.

Domestic Science, Vocal Music, Manual Training, Continuation Classes, Vocational Guidance, these are just as much needed by the rural as by the town child. Until we have larger schools the country child will not often get any instruction in these branches; to send a special teacher is too wasteful of time, hence the rural child loses his chance, in which the loss of knowledge is not nearly so important as the loss of the chance to find out whether he likes that kind of thing and is gifted in it. This revelation of gift, of inborn talent, is what justifies variety in the course of study, and the child who must go to a school where he finds an insufficient variety is losing part of his chance in life. The Associations should spread this truth.

8. Commissioners' Conventions.

Just as teachers' institutes are worth while, so conventions of Commissioners, of Parent-Teacher Associations would be profitable. Sentiment for appropriations for these purposes should be created by agitation and discussion.

9. School Supervision.

Each County Superintendent visits his schools once a year; for supervision this amounts to less than nothing since it serves to deceive some people into believing that our schools are supervised. They are not. The County Superintendents should have assistance, probably at first a skilled Primary Supervisor. Each Association should inform its community of the gain to the teacher who is first told what to do and then visited to see how she does it; that is the true work of supervi-

sion. If this information is spread, the right sentiment is sure to develop.

10. Co-Operation.

Co-operation with the State Co-operative Educational Association, to secure information, skilled guidance, and supervision in overcoming some of our state difficulties, by help from the U. S. Commissioner of Education; P. P. Claxton, Ph. D.

11. Good Roads.

School betterment depends in many cases upon an antecedent betterment of the roads. Consolidation is possible only if pupils are transported; transportation is feasible only over good roads. Therefore, sentiment for good roads is one very direct help to consolidation.

12. Authority in School Matters.

This needs to be very definitely distributed and co-ordinated. For instance, it is not at all clear just who has definite authority to order certain changes in sanitary conditions of schools; this and other authority needs to be very specifically allotted by legislation that shall incorporate into one act all the various laws that now relate to this authority, being careful to properly co-ordinate the various grants of power and authority.

13. Community Civics and Sanitation.

An all important matter in most communities; much more comfort and convenience might be had in most communities if an effort were made.

14. Other topics as may be suggested, or as they may develop from discussions.

X. RENDERING THE ASSOCIATIONS EFFICIENT.

The Associations will achieve the end for which they are called into existence if they,

(a) Become the means of enlightening the public on educational problems, so there may be an intelligent and positive public opinion favorable to certain well-understood, well-appreciated and thoroughly-desired school betterments;

(b) Become the avenue for the spread and dissemination of this positive sentiment and for the insistent and the will-not-to-be-denied demand and expression of these needed betterments.

(c) Insistent demand and expression of rationally-formed sentiment is as necessary as the formation of the sentiment. When legislation is up for passage in the next legislature, every particle of sentiment in favor of proposed bills should be focussed right upon the members of the session. Letters to the press, letters to the committees, letters to the members of the legislature, personal visits to members and to committees of the legislature, joint resolutions adopted by Associations sent to the press, members of the legislature, citizens, officials, all will be ways to express the Association's sentiment in favor of proposed legislation.

(d) This activity is important and effective because the legislator is pretty generally 'for' or 'against' the things that he knows the people in his community are 'for' or 'against'. That the wishes of the Association may be influential and effective, therefore, the members should take pains to let the legislators know what are the opinions of the folks at home.

(e) There is ample historical justification for this analysis. The Committees of Correspondence of Revolutionary times created the feeling of 'nationality' that welded the colonists together and gave them their consciousness of unity, of strength. This example of effective propaganda work should be carefully studied and the way paved for a like activity whenever circumstances call for it.

XI. CO-OPERATING AGENCIES.

This influence of personal appeal, by letter, or through the press, should be brought to bear on each and all of the co-operating agencies. Members of the Parent-Teacher Associations are also members of these other agencies, hence harmonious action and mutual support and co-operation will be easy to secure. Opposition in purpose and duplication of function or service among these activities are wasteful and disappointing. Avoid such opposition and duplication by all means, practising instead co-operation at every point.

1. The Church and Its Pastor.

Request special services or sermons urging the duties of parents to educate their children.

2. The Press.

Supply city and local newspapers with reports of the meetings and addresses and papers read. Children might write such reports in a competitive exercise, with a prize offered by the Association, as part of a school language exercise.

3. The Grange.

The Grange, through its educational committee, will always be glad to lend a hand to projects for school and community improvement. Following some special address before the Association, it may often also be given before the Grange.

4. Farmer's Institute.

A place on the program can usually be secured by the Teacher or Principal, or by the President or Secretary of the Association, to make an appeal for any project then under way.

5. The New Century Clubs.

Have shown their entire readiness to co-operate in every endeavor that aims to make life and living better in the state or community. Invite them to special meetings or offer to help in special discussions of any of these suggested topics.

6. County Superintendents and Teachers.

Each should be active in one or more Associations, ready to help as time and opportunity permit, to participate in the work of the Associations.

7. State College Extension Service.

Speakers on selected topics should be asked for from the Extension Bureau. Take what they offer, but also ask for what you want; they are in existence to serve the public needs.

8. The State Board of Agriculture.

Will help in any effort to arouse a more intelligent study of problems of production and marketing of crops, the fighting of pests and blights, the direction of clubs and club work.

9. The County Farm Agents.

Will help with lectures, counsel, demonstration, class instruction, or any way that time and facilities will permit.

10. The State Board of Health.

Will help with lectures, addresses, reports, and so on.

11. The State Board of Education.

Will help with counsel, direction and suggestion.

12. Good Homes.

Those having no children in the schools will mostly be glad to help in any possible ways if properly approached.

13. Public Libraries.

Will help with suggestions for programs and with materials for programs if called upon.

XII. EFFECTIVE FORMS OF EXPRESSION.

In the meetings almost any form of expression may be effective. No form of effective expression should be restricted to the meetings however. The larger hearing of the community should be secured for the worthy argument or appeal. Many ways for securing this are within reach. Thus,

1. The office of the Commissioner of Education supplies all the newspapers with a report called "State School News". If your local paper does not print these notes, write to the editor and ask him to do so. This will be a good first step in bringing sentiment around to the side of the Association workers.

2. Have reports of meetings prepared as a competitive exercise among the High School pupils. Award prizes or honors to the winners. Have the papers print the winning report.

3. Make individual or Associational request upon pastors for special service, sometimes on "Health", another time on "Attendance", another time on "Habits", and so on

4. Write special letters to the paper or have a communication prepared and adopted by the Association, the Grange, the Institute, etc., as Resolutions.

5. Discuss the problems with friends at places other than the public meetings of the Association.

6. Write to legislators and their friends.

7. In general, do not expect that someone else has already done the thing or is doing it. Rather, assume that unless you do it, it will not be done at all, going after every person whose opinion counts.

XIII. SUGGESTED SPECIAL DAYS.

1. Agriculture and Rural Life Day. Bulletin, 1913, No. 43, Whole Number 553, prepared by Eugene C. Brooks, will supply more ideas than you can use for a number of such days. The Bulletin may be had free, from the U. S. Bureau of Education, Washington, D. C.

2. Arbor and Bird Day. A pamphlet by Charles A. Greathouse, State Superintendent of Public Instruction, Indianapolis, contains a wealth of material and suggestion. Free while the supply lasts.

3. Peace Day. Bulletins for Peace Day, U. S. Dept. of Education for 1912 and 1913, Washington, D. C. May be had upon request.

4. Delaware Day. Pamphlet by Professor Wesley Webb, Secretary of the State Board of Agriculture, on the Resources of Delaware.

5. Birthdays of Washington, Lincoln and others as circumstances may render appropriate.

6. Safety-First Day.

XIV. A FEW SUGGESTIVE PROGRAMS.

(From "A Hand Book," by Supt. L. J. Hanifen of West Virginia. Secure a copy, if possible, from Supt. M. P. Shawkey, Charleston, W. Va.)

Health Night.

1. Song, led by school choir.
2. Devotional exercises.
3. The House Fly as a Spreader of Disease.

4. The Ventilation of a Bed-room.
 5. Why we have colds.
 6. Song.
 7. Sources of Disease in our Community (by a physician or by a member of the State Board of Health.)
-

Good Roads Evening.

1. Song.
 2. Devotional Exercises.
 3. Explanation of a Road Map of the District (from blackboard, by a pupil, if possible to put there in advance.)
 4. Inconvenience of present roads. A business man.
 5. Losses to the community from the Roads as they are.
 6. Song.
 7. Cost of making our Roads as they should be. (County Engineer.)
 8. The best local means of improving our Roads.
 9. Should Road Improvement begin **Now** or **Next Year**?
 10. Song.
-

Library Program.

1. Song.
2. Devotional Exercises.
3. Recitations by pupils on value of books.
4. Illustration by an older pupil, to show (1) The few facts usually given in text; (2) The more numerous facts secured from a reference book; use some lesson from the day's work, to impress the importance of Reference Libraries.
5. The Advantage of Reference Work. (Teacher or Superintendent.)
6. What is a good book? (Read some standard essay on the subject.)

7. Good Books and Character. (By the local Clergyman.)
8. Instrumental Music.
9. Library needs of the school. (Teacher or Principal.)
10. Singing.

Other Programs.

The County Superintendents or the Commissioner of Education will gladly make further suggestions upon request. Usually the librarian of the local library will be glad to assist by finding material from the resources of the library for recitations, addresses, papers, magazines, etc. Immense stores of such material exist near and about schools everywhere, but are never used. The Association should find where it is, get permission to use it, and draw on it freely. Use all the Community resources whether in persons or possessions to make the Association vigorously vivacious.

XV. FURTHER HELPS.

Upon request, circulars and bulletins will be prepared upon suggested topics, helps given, references stated, speakers suggested means of effective expression proposed, to Associations. As already stated, pamphlets on Consolidation of Schools and on Standardization of Schools are now in course of preparation.

Secure a copy of Supt. L. J. Hanifen's "A Hand Book," from Supt. M. P. Shawkey, Charleston, West Va.

Also a copy of Bulletin VII, South Carolina School Improvement Association, issued by the State Department of Education, Columbia, S. C.

Also a copy of Bulletin No. 41, of the Alabama School Improvement Association, issued by the Department of Education, Montgomery, Alabama.

Also the pamphlet "How to Organize Parents' Associations," from the National Congress of Mothers, Washington, D. C. Certainly get the list of Loan Papers.

The School Progress League, 612 Chestnut St., issues a helpful circular.

XVI. FLAG DAY SUGGESTIONS.

If not a separate day, then as part of some patriotic celebration, as Memorial Day, lessons in patriotism should be inculcated. As part of such exercises there should be reading of the Declaration of Independence, the singing of America and the Star Spangled Banner, and a salute to the Flag. The following is taken from the American Flag Association's circular for 1914:

Salute to the Flag for Schools.

At a given hour in the morning, the pupils are assembled and in their places in the school. A signal is given by the Principal of the school. Every pupil rises in his place. The flag is brought forward from the door to the stand of the principal or teacher. While it is being brought forward from the door to the stand of the principal or teacher, every pupil gives the flag the military salute, which is as follows: The right hand uplifted, palm downward, to a line with the forehead, close to it. While thus standing with palm downward and in the attitude of salute, all the pupils repeat together slowly and distinctly the following pledge:

"I pledge allegiance to my Flag and to the Republic for which it stands;

One nation, indivisible, with liberty and justice for all."

At the words, as pronounced in this pledge, "To my Flag," each one extends the right hand gracefully, palm downward, toward the flag, until the end of the pledge or affirmation. Then all hands drop to the side. The pupils, still standing, all sing together in unison the song "America."

In the primary departments, where the children are very small, they are taught to repeat instead of the pledge as given for the older children:

"I give my head and my heart to God and my country;
One country, one language, one Flag."

"In some schools, the salute is given in silence, as an act of reverence, unaccompanied by any pledge. At a signal, as the Flag reaches its station, the right hand raised, palm downward, to a horizontal position against the forehead, and held there until the Flag is dipped and returned to a vertical position. Then at the second signal, the hand is dropped to the side and the pupil takes his seat.

The silent salute conforms very closely to the military and naval salute to the Flag.

Principals may adopt the 'silent salute' for a daily exercise and the 'pledge salute' for special occasions."

May every teacher and child and youth in the State of Delaware make the following apostrophe to the flag his or her own definition, to be kept in memory throughout life. You are indeed the "makers of the flag."

Dr. Henry van Dyke, who is now Minister to the Netherlands, in his Phi Beta Kappa poem at Harvard University in 1910, added these two striking stanzas to the treasured poetry of our flag:

O brave flag, O bright flag, O flag to lead the free!
 The glory of thy silver stars,
 Engrailed in blue above the bars
 Of red for courage, white for truth,
 Have brought the world a second youth
 And drawn a hundred million hearts to follow after thee.

First of the flags of earth to dare
 A heraldry so high;
 First of the flags of earth to bear
 The blazons of the sky;
 Long may thy constellation glow,
 Foretelling happy fate;
 Wider thy starry circle grow,—
 And every star a State!

THE AMERICAN FLAG.

Its Use:

The American flag is the symbol of the brotherhood of man. It stands for courage, for chivalry, for generosity and honor

No hand must touch it roughly; no hand shall touch it irreverently.

Its position is aloft: To float over its children, uplifting their eyes and hearts by its glowing colors and splendid promise; for under the Stars and Stripes are opportunities unknown to any other nation of the world.

The Government commands the people to honor their flag; Men and boys should uncover as they pass the vivid stripes which represent the life blood of brave men, and the stars which shall shine on forever.

It must be raised at sunrise; lowered at sunset. It is not a plaything of the hour; it is a birthright of privilege and integrity.

It may not be used as staff, or whip or covering.

It shall not be marred by advertisement, nor desecrated on the stage.

It was born in tears and blood; It was baptized in blood and tears.

It has floated since June 14th, 1777, over a country of benevolence, refuge and progress.

It must always be carried upright.

To bear the Star Spangled Banner is an honor, to own one, a sacred trust.

It is the emblem of Freedom, of Equality, of Justice for every person and creature as it floats unvanquished—untarnished over the open door of free education.

IDA LOUISE GIBBS,

Chairman, Committee on Prevention of
Desecration of the Flag.

Daughters of the American Revolution.
Massachusetts, 1912.

MRS. J. G. DUNNING, State Regent.

XVII. REPORTS OF STATE CONFERENCES.

1. Conference of Colored Parent-Teacher Associations at the State College for Colored Students.

On Saturday, July 1, at the close of the Summer School at the State College, a conference of teachers, students, and delegates from Parent-Teacher Associations was held. In spite of the busy harvest season and the hot weather, a satisfactory attendance was present. Commissioner Chas. A. Wagner was called upon to preside.

Addresses by the County Superintendents and by Dr. Jason were interspersed by singing and by vocal solos. Some of the topics spoken on were:

Dr. Cross, How School Commissioners May Help the School;

Dr. Carroll, The Proper Relations of Home and School;

Supt. Hardesty, The Treatment of School Delinquencies;

Dr. Jason, The Summer School and the Teacher.

More organizations and more definite betterments undertaken are a sure result from this conference. The only feature lacking to make the conference entirely successful were reports from Associations telling of the things accomplished during the year.

There are twenty-three Associations in existence, many doing very active service.

2. Notice of the State Conference at Delaware College, Newark, on July 28.

At the call of Mrs. Mary L. Marshall, State President of the Parent-Teacher Associations of the National Congress of Mothers, a State Conference of delegates from Associations was held jointly with the Summer School. The State Vice-President, Mrs. E. V. Wootten, presided, owing to the unavoidable absence of Mrs. Marshall because of a recent most heavy bereavement.

Both forenoon and afternoon sessions were largely attended. The reports from the Associations by Counties were most interesting and suggestive. The reports from individual teachers carried genuine conviction and belief in Association endeavor to many of those who had been in doubt.

The addresses by Dr. J. L. Eisenberg, Mrs. F. L. Schoff, National President of the Congress of Mothers, and by Commissioner of Education, Dr. Chas. A. Wagner, opened such views of desirable and possible achievement for next year that all went away with some idea or other as the specially suitable endeavor for their locality. Never has the state's teaching force, from the County Superintendents on down, had such a clear consciousness that sentiment for better educational conditions is forming rapidly and taking a very determined stand.

The reports from the Associations as read at the Conference are included in this pamphlet under the caption of Reports of Successful Association Work.

XVIII. REPORTS OF SUCCESSFUL ASSOCIATION WORK.

(Note—Abridgement of the Reports was absolutely necessary. Only activities engaged in that may be worth while as a suggestion to other Associations are mentioned.)

1. Report of the New Castle County Associations.

(By Adelaide E. Houghton.)

The Newark Association has 70 members; it charges no dues, and takes no collections at the door. Both teachers and parents have read papers that led to interesting and profitable discussions. Definite lines of work are planned for next year.

The Middletown Association was organized with 50 members. It has held monthly meetings. Discussions proved the most interesting features of the meetings. A voluntary contribution box at the door provided necessary funds. It has joined the State Parent-Teacher Association.

Edgemoor has a School Improvement League. It has 15 adult and 38 junior members. The Parents have taken more interest than the teachers or the community. The league is working for School Consolidation.

The Hockessin Association has had but one meeting. This Association has a man as its President. Definite work is planned for the term of 1915-1916.

The New Castle Association has a membership of 200. Discussions and addresses have been most interesting and productive. The Association has asked the Board of Directors to place Drinking Fountains into the school buildings.

Welsh Tract School has organized an Association. The slim attendance of the meetings has been somewhat discouraging.

The Newport and Townsend Associations did not supply the reporter with a copy of their report.

There are probably other Associations in existence whose officers did not report the fact of organization to the Commissioner of Education.

2. Report of the Kent County Associations.

(By Clara M. Harrington.)

The report deals with activities of ten Associations. Many other communities have said they will organize next year.

The Dover Association, owing to illness of the President, did not experience a very active year. Due to the Association, sentiment was created to introduce sewing into the schools. Effort toward a new High School building is being put forth. The Grammar Room of the Dover Schools has an "Improvement Club;" the Association and the Club had a joint meeting to close the year.

The Leipsic Association had four meetings. Addresses proved the most attractive features. Dr. Carroll, Professor Pence, and Commissioner Chas. A. Wagner were among the speakers; interest is on the increase.

Servison's School has an organized Association, but has had no meeting since the organization. The people of the district regard the movement with favor and are making offers of help for the meetings.

No report was received from the Clayton Association.

The Felton Association started with 40 members. The meetings are very well attended. Committees have been appointed, to report at each meeting, namely, a Visiting Committee, and an Extension Work Committee. The School Board has promised to install electric lights in the school building so as to furnish accommodations to the Association. The community looks with favor on the Association.

The Frederica Association has had three meetings, enthusiasm showed promise of results. Definite plans will be made for work as soon as the schools re-open. A better understanding between schools and homes has already shown itself in cases of disputed discipline. Interest and support of Home Study has resulted from the meetings.

The Milford Association has had eight meetings. Child Study topics proved most interesting. A Public Playground is one of the aims of the Association.

The Houston Association was organized with 14 members. Six meetings have been held, with a satisfying attendance of parents. A Children's School Club has also been formed. Much general good has come from the Association, even if no very definite line of work was taken up. Improvement of the School Ground is to be taken up next year.

Tomahawk School has an Association that has had six meetings. Much increase of interest in the school is apparent as a result. "A More Home-like School-room" was our effort this year. This school wants a "Completion Day;" an exercise marking the completion of Eighth Grade work by the pupils is to be worked for next year.

The Harrington Association has more results to its credit than any other Association. Regular monthly meetings are held. Addresses, discussions and a Question Box have proved most interesting. Fathers as well as mothers attend the meeting. The Association has improved the appearance of the school-ground, started a school library, bought a clock and gong for the Assembly Room, has installed a type-writer in the school; a High School pupil, Jesse Ward, has installed a system of electric bells. The Association made a special effort to improve the percentage of attendance through a special committee; \$52 has been raised for Play-ground equipment. The school-ground has been enlarged by the purchase of four acres of ground, making the school lot ten acres. A Special Committee is to have the new and enlarged ground in readiness for the school. The Association urged the School Board to complete the basement of the school-building to render it available for Domestic Science, etc. School Credits for Home Work were established. Next year the work of the Association is to be divided into departments, each under a leader. The Senior Class of the High School is to be invited to become Junior members of the Association. It has joined the National Association, and feels helped by this connection.

Some Associations failed to report, hence no statement of their work can be included.

3. Report of the Sussex County Associations.

(By Kate E. Cooke.)

“When we remember that last Teachers’ Institute was the first to present this subject to the teachers and citizens, we have nothing but praise and commendation for the splendid work accomplished.”

“Nearly every town of any size has an Association, some more flourishing than others, but each one accomplishing its main purpose.”

“Our rural schools have been very energetic and have done splendid work. In some of them the Parents, Teacher, and Commissioners have met with the school, have exchanged ideas and have started projects for school improvement.”

“Lecturers from Delaware College have visited in the towns and in the country districts and have brought new ideas to all.”

“More than twenty-five per cent of all the white schools have organized. There is reason to believe that the rest will fall into line next year.”

In one town, through the Association, a donation was secured of \$50 for Reference books and of \$100 to equip a laboratory.

By a school entertainment funds were raised to install electric lights in the school to make evening meetings possible. Another school raised money to buy a coal stove in place of the wood stove.

Better understanding between home and school and more friendly feelings toward each other are the result everywhere.

4. Report of Miss Katie Burtelle, Teacher of the Wesley School, Sussex County.

Note—A special report by Miss Anna Glenn, of New Castle County, detailing some noteworthy achievements, has not been sent in for publication, which the compiler regrets very much. By an omission, no teacher from Kent County had been asked to prepare such a special report.)

This school had an “Historical Outing” to see and to stand on the “Mason and Dixon” line. Citizens furnished the teams. The home of Patty Cannon was also visited. We vis-

ited the canning factory at Reliance on the trip. The story of the trip became the subject of a subsequent language exercise. Our Association was organized after the holidays. Regular monthly meetings were held. Our audiences filled the two school rooms, numbering from 60 to 120 persons. In all we raised about \$80; we painted the interior of the school, and will install electric lights with the balance. One meeting was a Corn Show, with prizes. A Corn Club was organized, and a prize Corn Growing competition is now in progress on ground adjacent to the school-house, the use given by an interested member of the Association. We are to have a School Fair in the fall. The term closed with a School Picnic; our needs were stated to the parents, and the determination to supply some of these needs was unmistakably voiced by the active Association members

XIX. REPORTS OF SUCCESSFUL PUBLIC MEETINGS OF A UNIQUE KIND, CLOSELY RELATED TO ASSOCIATION WORK.

Newport Carnival for School Benefit.

(Special to The Evening Journal.)

Newport, Del., June 24.—A meeting of the home and school association was held in the school house on Tuesday evening to hear reports of committees and make final arrangements for their community carnival and patriotic celebration, to be held on the school house green on Saturday afternoon and evening, July 3. Much interest has been shown and very encouraging reports received.

There will be a parade at 3 o'clock in charge of Heptasoph Lodge, headed by the Heptasoph Band, who will also have charge of the fireworks in the evening. Andastaka Tribe of Red Men, with Benjamin Mitchell as chairman, will have charge of the field sports for the day and they have arranged for the following events:

Sports for men—Relay race, broad jump, 100 yard dash, hop, skip and jump, centipede race, run and broad jump, three-legged race, sack race.

For the boys—Pie eating contest and hoop rolling contest.

For the girls—Potato race and peanut race.

Miscellaneous—Fifty yard dash for fat women; 100 yard dash for lean women; tug of war between married and unmarried men; baseball game by picked teams.

Ribbons will be offered to the winners of these events.

Delaware Grange will have charge of a country store, with Mrs. Enoch Smith as their chairman.

The Woman's Christian Temperance Union with Mrs. Marvin Ball in charge will offer iced drinks for sale, and Mrs. George Stuart will have charge of the pie and ice cream.

Mrs. J. B. Justis will have charge of the waffle stand.

Mrs. Harry Dempsey and Mrs. William King will have charge of salads.

The Newport Equal Suffrage Club, with Mrs. Martha S. Cranston as their chairman, will sell sandwiches and coffee.

Mrs. Lena Lynam is chairman of the committee having charge of candies and peanuts and home-made candies will be sold.

Mrs. George Fredericks and her helpers will have charge of the cakes. The ice cream garden will be in charge of Mrs. W. F. Groome and William Jones. Minqua Camp Fire Girls will look after novelties, prize packages and souvenirs.

Mrs. Helen Kipe and Miss Marrietta Groome will have ice cream cones.

The Boy Scouts will have general charge of the grounds and furnish information to the visitors. The Home and School Association hopes to furnish electric lights for the school building with the proceeds of the carnival

Clubs for Fathers Latest Movement.

Meeting Held in School and Important Business Comes Up At Meeting.

Bringing up father is getting to be such a fascinating pastime now that father himself has joined in it. At Council Bluffs, Iowa, the fathers assembled and asked, "What sort of fathers are we?" They met in a school-house and thus did not enjoy the comforts of home and club.

The first thing they did was to complain. There were things about the school they found could be improved at once, and they saw to that without delay. This gave the club its start along the line of fatherly activity. Stymes Stevenson, who called the meeting, learned so much himself about needs of schools that he was later made a member of the State Board of Education.

He insisted that the active interest of fathers were essential to successful administration and helped to organize fathers over his state and in nearby states. The idea is growing. The fathers have found other things to care about besides schools.

XX. WHY JOIN THE PARENT-TEACHER ASSOCIATION OF THE NATIONAL CONGRESS OF MOTHERS?

Some Reasons:

1...The inspiration and assurance which result from the feeling of the larger interest, the share in the wider effort, are worth securing for the members. It makes them larger-hearted, wider-visioned men and women.

2. The experience and wisdom of the National Association is an inexhaustible resource of means, devices, methods and plans, from which the local Association should not cut itself off. Rather it should be glad to have such a resource to draw upon.

3. Through the Mothers' Magazine which comes to each Association because of such membership, the newest phases of all questions and topics of interest to the Association are brought before the members in a winning and attractive way.

4. The cost is so trifling measured by the benefits that it is the neglect of a great opportunity not to secure the National memberships

5. The successes and failures in other localities can thus minister to the local Association a measure of encouragement and wisdom that years could not develop if local resource alone be drawn upon.

6. Membership in the National Association gives membership in the local Association its true character, a means of continuous education and growth for all who really and truly participate in work.

XXI. SIGNIFICANCE OF PARENT-TEACHER ASSOCIATION WORK.

1. Putting the community to work for community betterment, especially for school betterment, is using,

a. A new force for the teacher, the school, and the community, at least in many places it is entirely new.

b. Or is giving to an old force a new vigor, a new vitality, and a quickened impulse, which amount to a new discovery.

2. It is more. It is the development of the earliest and most fundamental institution of democracy, the moot or mote meeting of the German forests, the town meeting of New England. Absorption in 'political' government has completely obscured the place of this organically first, sincerest and simplest step in democratic self-rule. Beside this development the initiative and referendum are mere palliatives. Our educational institutions must open the way and direct the intelligence that shall integrate this most complete expression of democracy into our educational and social system.

3. It becomes the rightful and proper place for each citizen to take part in the initiation of ideas, proposals, checks, and what not, in the direction of communal energy and spirit for common welfare.

If the citizen takes his proper part and responsibility in the control and direction of local communal activities, he is prepared to understand, to favor or to oppose on proper grounds, and to participate as his judgment and conscience may dictate, in the affairs of state and nation.

Thus, participation in the deliberative discussions of such organizations as Parent-Teacher Associations is the real finish and completion of the education and training in citizenship. At one simple sweep the entire 'votes for women' demand is met by conceding the right where it has not been denied, in the most primary political and social meeting of all, the community meeting for the promotion of the common good.

XXII. AN EXPRESSION OF GRATITUDE, AND A LAST WORD OF COUNSEL.

At the Teachers' Institute of 1915 the Governor, Charles R. Miller; the President of Delaware College, Dr. S. C. Mitchell; the three County Superintendents, Dr. E. L. Cross, Dr. J. E. Carroll, Supt. E. J. Hardesty, and the Commissioner of Education, Dr. Chas. A. Wagner, on the stage, and all the teachers of the state in the auditorium, pledged themselves "to devote their best efforts during the year to improve lives and living in Delaware." Through the Parent-Teacher Associations this pledge has been fulfilled in many places.

The greatest part of the credit for this fulfillment is due to earnest, devoted teachers. They caught the vision, they embraced the faith and purpose of the leaders, they started the work. In spite of discouragements, in spite of opposition, they made effort after effort, putting more determination into each successive effort. Associations have been organized. The records show at least one hundred thirty such organizations actively at work. Some failed to report their organization. The term 1915-1916 will see many new organizations formed. The spirit of eager expectancy, now so strongly and widely present, will help wonderfully. Older and younger teachers and parents say they feel it, say they are aware of its existence. This spirit of expectancy is both preparing conditions and shaping the forces that are bringing the change.

To these faithful, devoted teachers, the Commissioner of Education tenders his heartfelt gratitude and appreciation for their large-minded, large-hearted response to his call for volunteers. He renews and repeats the call. To bring the changes and improvements for which we all hope and long, a still stronger public opinion must be created, and the Parent-Teacher Associations are our proper and ready means. With no abatement of our devotion to the duties of the school-room, let us see our duty outside of the school-room to be the organization and the aggressive leadership of Parent-Teacher Associations

A LAST WORD OF COUNSEL.

Lack of experience makes many teachers hesitate to take the first step toward organization. If your reasons for fear

and timidity are not removed or helped by this Hand Book, a letter to your County Superintendent or to the Commissioner of Education, stating your difficulties, will surely bring you some suggestions intended to help. We have a much larger force of experienced persons available now, and will be able to recommend some experienced worker near you to help you. Start. Make the first move.

Help to those who have begun will be just as cheerfully and just as plentifully given, if request be made for it. The County Superintendents, the County Farm Agents and the College Extension lecturers are all available. Let no feeling of fear of imposition, of compunction about causing trouble, of hesitation about exposing your own resourcelessness, cause you to delay to ask for help if you need it. So far as resources, strength and time will permit, all requests will be granted. May our next year's state conference at the County Institutes show varied endeavors, large undertakings, and gratifying successes.

XXIII. HOW RESULTS WILL EVENTUALLY BE SECURED.

The propaganda, agitation, newspaper discussion, table-talk, store-box oratory, and post-office eloquence which the Associations will start up and set agoing, will produce that invincible, irresistible force, Public Opinion. There will result,

1. A state-wide desire and feeling of need for the various betterments advocated.
2. A state-wide consciousness of power and influence wielded by the Associations by the creation of sentiment of opinion.
3. A state-wide expectancy and resolution, or will, to have these felt needs supplied.
4. A ready acquiescence by legislators and state, county, or local authorities to grant the demands and to supply the needs urged by the Associations.

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